

Grade 3

READING COMPREHENSION PACKET

This PDF contains a packet of worksheets that contain a collection of short reading passages and activities for you to print out and use this summer. Each reading passage is designed to reinforce a specific comprehension strategy (*main idea/details, sequencing, cause & effect, etc.*). These strategies are listed and explained on the sheet marked, **How to Be a Good Reader**, which can be found in the front of your packet. Complete as many of these sheets as you like. You can decide on a good pace for your child; for example: one sheet per week. This is an **optional activity**, but fairly quick and easy to complete, so please do consider making this or another age appropriate reading exercise an on-going practice this summer, if possible.

Follow these steps for success:

- 1.) **Read directions** with child (or have him/her read them independently if able)
- 2.) **Have the child read the passage aloud or silently** (*you can alternate between reading aloud and silently since there are 2 passages for each skill*).
- 3.) Have the child **read the questions**.
- 4.) Before answering the questions, the child should *try to find the correct response within the reading passage*. It would be helpful for the child to underline or **highlight** the sentence or phrase in which the correct response can be found.
- 5.) The child should answer all questions. If he/she is uncertain of a response, encourage the child to **re-read** the selection. If he/she is still unsure, the adult can point out the correct response in the selection and explain why it is correct (model).
- 6.) **Encourage the child** with stickers, smiley faces or positive comments—feel free to write these on their worksheets.
- 7.) Save the completed worksheets. If you choose to, bring them to show me the first week of school and **I will have a special prize for your child to reward all of that hard work!**
- 8.) Continue to read news articles (and follow the steps using the green laminated sheet in your binder) on **Newsomatic** & *feel free to also complete review activities on Spelling City (look under teacher Mary Corrigan once you log in)*

Thank you for all of your support!

Feel free to contact me via email this summer if you have any questions.

Sincerely,

Mary Corrigan ☺
Ms. Corrigan

mcorrigan@holyroaryws.org

How to Be a Good Reader

Ask yourself these questions to help you understand what you read:

Main Idea and Details

What is the story mostly about?
What tells me more about the main idea?

Sequence

What happens first, next, and last?
What are the steps to do something?

Cause and Effect

What happens? (the effect)
Why did it happen? (the cause)

Fact and Opinion

Can this be proved true?
Is it what someone thinks or believes?

Compare and Contrast

How are these people or things the same?
How are these people or things different?

Make Inferences

What clues does the story give?
What do I know already that will help?

Prediction

What clues does the story give?
What do I know already that will help?
What will happen next?

Character and Setting

Who or what is the story about?
Where and when does the story take place?

Fantasy and Reality

Is it make-believe?
Could it happen in real life?

Author's Purpose

Does the story entertain, inform, try
to persuade me, or teach me how to do
something?

Nonfiction Text Features

What kind of text am I reading?
What does it tell me?

Visual Information

Is there a picture, chart, or graph?
What does it tell me?

Comprehension Skill

Character

Characters take part in the events of the story. A character can be a person, an animal, or a thing.

- Read for details that describe each character.
- Notice differences among characters so you can tell them apart.
- Notice whether and how a character changes or learns during the story.

A story may have a **main character** and one or more **minor characters**.

- The main character is the most important character in the story.
- A minor character is not the focus of the story.

Comprehension Skill

Point of View

Knowing *who* is telling a story gives you its **point of view**. What you learn in the story comes through that point of view. Authors usually use one of two points of view.

- **First-person** point of view has a character *in* the story telling it. In first-person stories, readers learn about events from that character's point of view. Look for words like *I*, *me*, and *we*.
- **Third-person** point of view has someone *outside* the story telling it. That person is the **narrator**. In third-person stories, readers learn the thoughts, actions, and feelings of many characters. Look for words like *he*, *she*, and *they*.

Comprehension Skill

Setting/Mood

The **setting** of a story tells *where* and *when* the story takes place. The setting can help create the **mood** or feeling of the story.

Read for details that tell where a story takes place.

- It can be a *real* place.
- It can be an *imaginary* place.

Read for details that tell when a story takes place.

- It might be set in the *present* (now).
- It might be set in the *past* (long ago).
- It might be set in the *future* (years from now).

Comprehension Skill

Key Events & Details

Events are the actions or things that happen in a story. The events build interest and move the story along. But not all events have the same effect on the story.

As you read, think about which actions or things are **key events** and which are **details**.

- A key event is important to the theme or big idea of the story.
- Details tell more about a key event. Details may answer questions, such as *Who? Where? What? When? Why? or How?*

Sequence of Events

In most stories, events happen in a certain order or **sequence**. Some events happen in the *beginning* of the story. Other things happen in the *middle*. The story finishes with events that happen at the *end*.

- As you read, think about the sequence of events. This helps you follow the story. Picture the events in your mind to help you remember the sequence.
- **Signal words** give clues about the sequence of events. (Examples: *before, first, second, next, then, now, later, after, and finally*; as well as specific dates and times.)

Conflict & Resolution

Good stories have a **plot**. The plot is the set of key events that move the story along. Most stories present a problem and how it gets solved. This relationship is called **conflict and resolution**.

- A conflict is a form of trouble, problem, or disagreement.
- A resolution is the way the conflict gets solved.
- **Signal words** are clues to a conflict and its resolution. (Examples for conflicts: *question, challenge, dilemma, puzzle, need, and trouble*. Examples for resolutions: *answer, result, idea, plan, reason, solution, solve, improve, and fix*.)

Context Clues

Authors may use words you may not know. But nearby words or sentences can offer clues about the meaning of an unknown word.

- **Context** refers to all the words and sentences around an unknown word.
- **Context clues** are hints that can help you figure out a word's meaning. As you read, search for related words, such as synonyms, antonyms, explanations, or examples in nearby text. Link these clues to the unknown word to understand it.

Compare & Contrast

Authors often discuss people, places, things, or ideas by describing how they are alike and ways they differ.

- To **compare** means to tell how two or more things are alike.
- To **contrast** means to tell how two or more things are different.
- Comparing and contrasting help you understand a story's ideas, its plot, its characters, and its message.
- **Signal words** give clues that help you compare and contrast. (Examples for comparing: *both, too, like, also, and in the same way*. Examples for contrasting: *but, only, however, unlike, and different*.)

Comprehension Skill

Make Inferences

Authors may hint at an idea without stating it directly. But they usually include enough detail so readers can use what they already know about a topic to “read between the lines” and figure out a hidden message.

- **Text clues** are words or details that help you figure out an unstated idea.
- You **make an inference** by combining text clues with what you already know to form a likely conclusion, or “educated guess.”

Comprehension Skill

Summarize

As you read, check that you understand and can recall the key elements of a story. Think about how to retell the important parts in your own words. Leave out minor details and get to the point.

- The **topic** or **theme** of a story is its focus—what it is mainly about.
- **Key details** add more information and support the story’s theme.
- A **summary** briefly restates the theme using only the key details. A good summary is short, clear, and tells only what is most important.

Name _____

Date _____

Read the poem. Then answer the questions.

My Cousin's Visit

by Mary Rose

My older cousin came to visit
As she does each year in June.
I have to share my bedroom
And she sleeps each day 'til noon.

One day she had to watch us
My brother Jake and me
I knew it wouldn't be much fun
We couldn't watch TV!

But she took us for a walk that day
We walked – just down the street
When we were at the corner,
Who should we chance to meet?

My cousin had arranged for us
To go for a little ride
Inside the tiny clown cars
With a clown right by our side.

We went around the neighborhood
And we were bored no more
We laughed and grinned and waved until
They took us to our door.

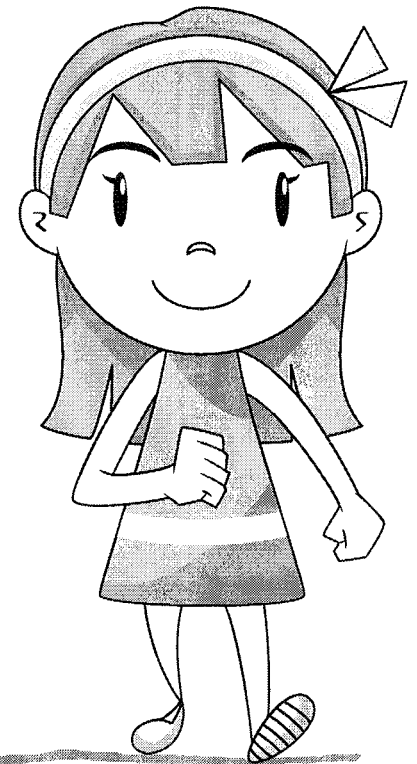
I hope she comes back next year
June is fine with me
She promises us a lot more fun
We will just wait and see.

1. In the first stanza, did the speaker want the cousin to visit? Why or why not?

2. What did the cousin arrange for fun?

3. What kind of personality does the cousin have?

4. How did this personality affect the activity she chose for the children?



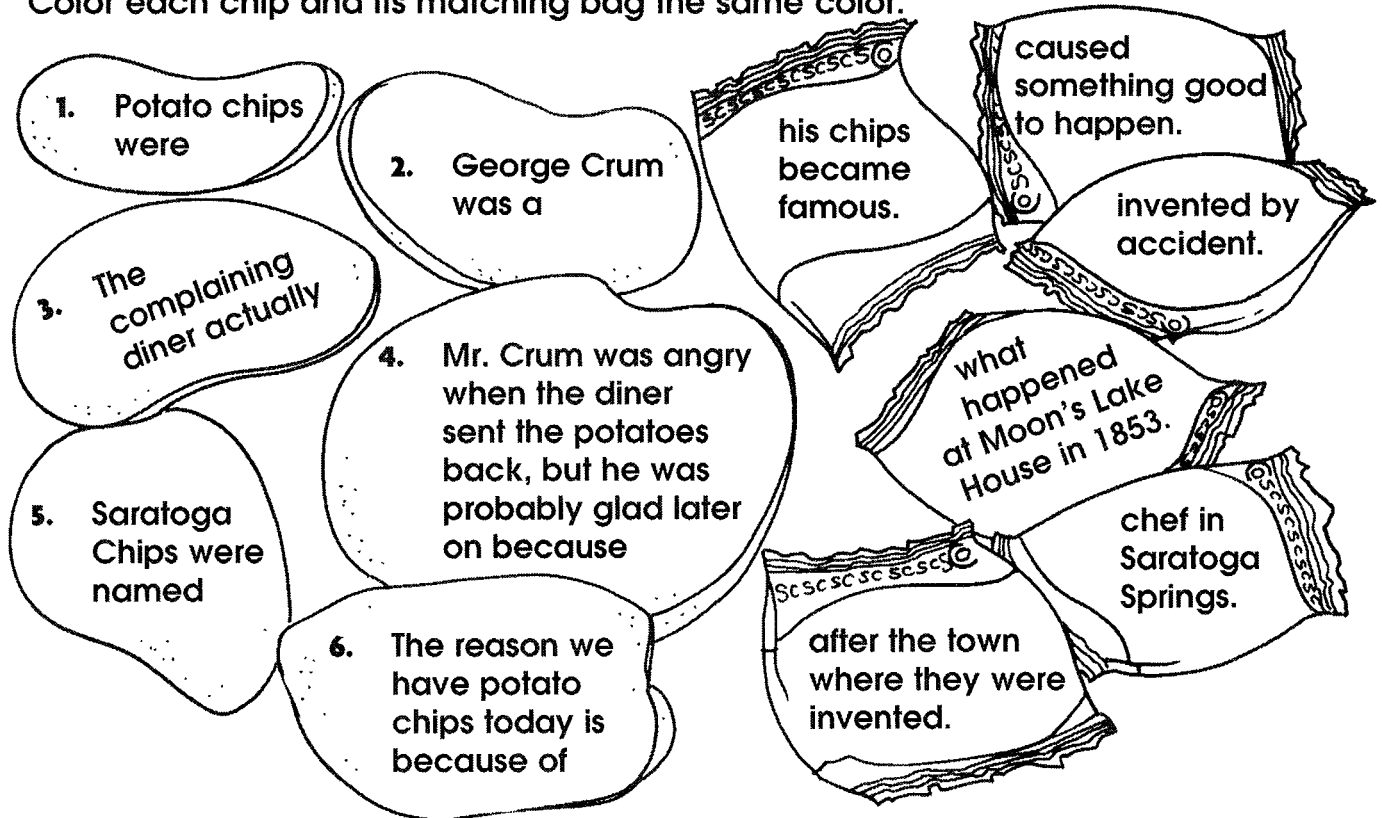
Name _____



Who Invented Potato Chips?

Have you ever wondered who invented the potato chip? Some people say George Crum was the first person to make them . . . by accident. In 1853, he was a chef at an elegant restaurant in Saratoga Springs, New York, called Moon's Lake House. A regular item on the menu was fried potatoes, which was an idea that had started in France. At that time, French fried potatoes were cut into thick slices. One day, a dinner guest at Moon's Lake House sent his fried potatoes back to the chef because he did not like them so thick. So, Mr. Crum cut the potatoes a little thinner and fried them. The guest did not like those either. That made Mr. Crum angry, so he thought he would just show that guy. He sliced the potatoes paper-thin and fried them, thinking that would hush the complaining diner. However, his plan backfired on him! The diner loved the crispy, thin potatoes! Other diners tried them and also liked them. So, Mr. Crum's potato chips were added to the menu. They were called Saratoga Chips. Eventually, Mr. Crum opened his own restaurant to sell his famous chips. Now potato chips are packaged and sold in grocery stores worldwide!

Color each chip and its matching bag the same color.



Name _____

Date _____

Read the story and look at the illustration. Then answer the questions.

BLUEBERRY MYSTERY

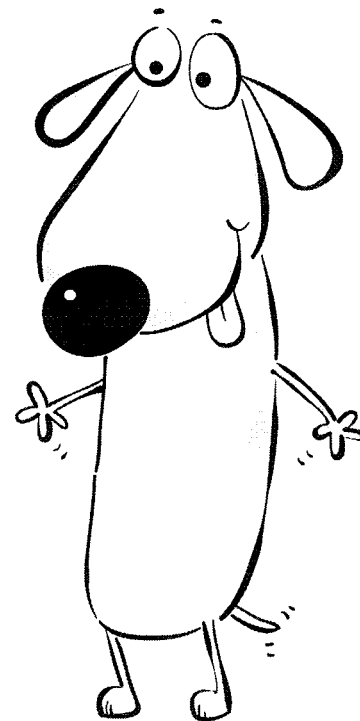
by Mary Rose

What a great day at the county fair when the 4-H projects were finally judged! Benjamin got a blue ribbon for his rabbits. His sister, Jane, got a blue ribbon for her sewing. But what about Margie? What did she get? Blue for first place? Red for second? White for third? Margie looked and looked, but she did not see a ribbon where her pie had been sitting. In fact, she didn't even see her pie at all!

Margie looked at her mother who was standing across the room. "I hope you are not too upset, Margie. But I'm afraid you are not going to get a ribbon today."

"But Mother, didn't they judge my pie? It was a great pie. It should have had a blue— or at least a red. Did anyone even taste it?"

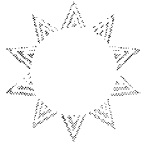
"Oh, yes, someone tasted your pie, sweetie. And I'm sure he thought it was delicious."



- ① What did Margie enter in the county fair?

- ② What color is the ribbon for first place?

- ③ Why didn't Margie get a ribbon?



Drizzle with Details



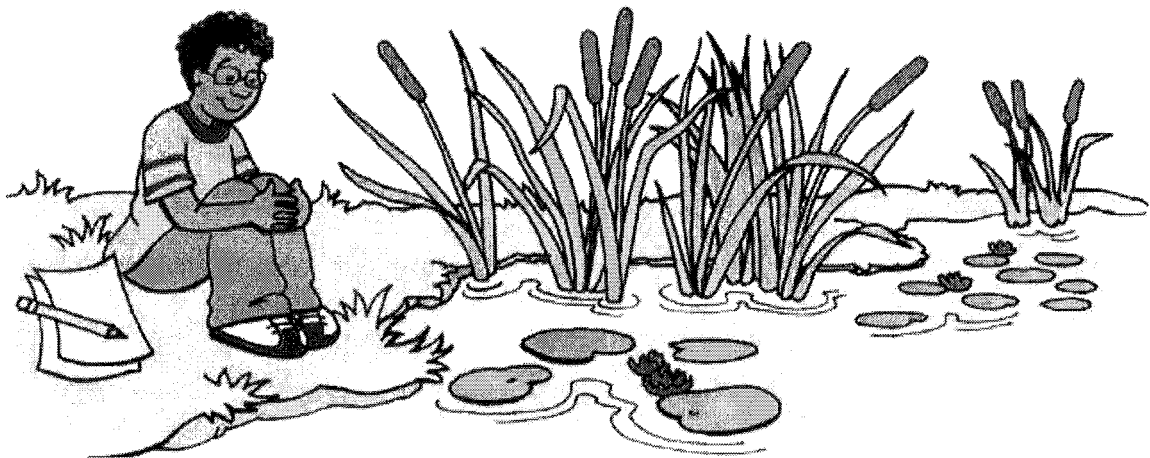
A good paragraph needs supporting sentences that tell more about the main idea of the topic sentence. Supporting sentences are sometimes called detail sentences. Every detail sentence in a paragraph must relate to the main idea. In the following paragraph, the one supporting sentence that does not relate to the main idea has been underlined.

My first day of softball practice was a total disaster! Not only was I ten minutes late, but I also forgot my glove. Then during batting practice, I missed the ball every time I took a swing. I definitely have improved on my catching skills. To make matters even worse, I tripped in the outfield and twisted my ankle. I was definitely not off to a very good start.



Read the following paragraph. Underline the topic sentence. Then cross out any supporting sentences that do not relate to the main idea.

Yesterday our science class went on a field trip to a pond. Next month we're going to the ocean. That will be fun. We've been studying the pond as an ecosystem in class. Our teacher wanted us to observe firsthand all the different habitats in and around the pond. She had us keep a checklist of the different kinds of plants and animals in each pond habitat. One of the boys accidentally fell in. He was really embarrassed. Along the water's edge I saw several kinds of plants partly underwater, two salamanders, snails, and water bugs. I observed many different habitats.





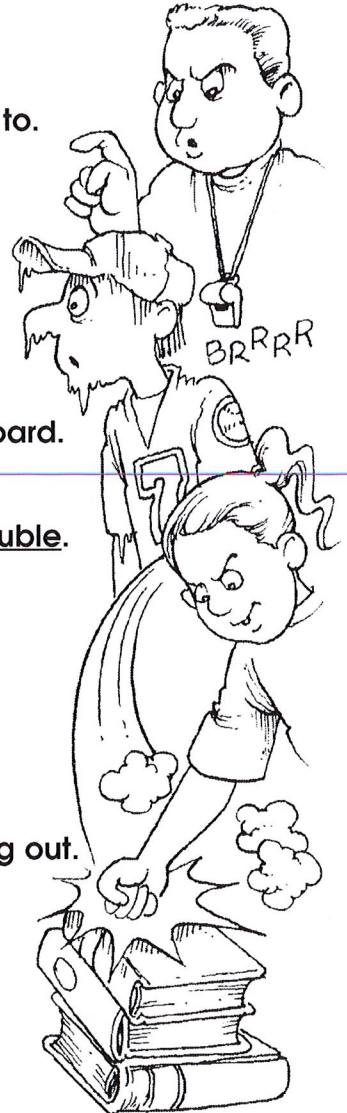
Hit the Books!



Hit the books! is an **idiom**, or expression. It means "study carefully," as for a class or a test, but the ordinary meaning of the words does not necessarily help to understand the meaning of the idiom.

What does the expression in each sentence mean? Circle the word that you think makes the most sense.

1. My suggestion to get a puppy went over like a lead balloon.
succeeded failed spread
2. Jack tried to butter up his sister, but she knew what he was up to.
flatter tease pester
3. My mother chewed me out for ruining my new jacket.
praised scolded ignored
4. Winning the science prize was a feather in my cap.
accomplishment disappointment monument
5. My brother was green with envy when he saw my new snowboard.
furious delighted jealous
6. My father told me to clean up the mess I had made on the double.
immediately afterward thoroughly
7. Are you still on the fence about what you are going to do?
certain undecided uneasy
8. Why do you always make a mountain out of a molehill?
underestimate complain exaggerate
9. The coach told me to chill out when I flung the bat after striking out.
practice shower relax
10. Buying that old car was money down the drain.
wasted found earned
11. I am all thumbs when it comes to sewing a button onto a shirt.
skilled clumsy frightened
12. Tickets for the concert are scarce as hen's teeth because they were all sold out in an hour.
available expensive nonexistent



Look for a book on idioms, expressions, phrases, and sayings to learn the history of the sayings people commonly use.

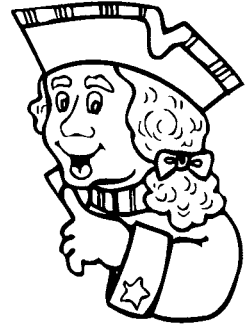
Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

Dolley Madison

Many people have heard of President James Madison, who was the fourth president of the United States. Madison was president from 1809–1817. Many people today don't realize that his wife, Dolley Madison, was a brave woman in addition to being the First Lady. During the War of 1812, the city of Washington, D.C. and the White House were under fire from the British. President Madison had to leave the White House to direct troops, but the First Lady stayed in the White House. Although the British were marching toward the White House, Mrs. Madison refused to leave. She wanted to make sure that a picture of George Washington and a copy of the Declaration of Independence had been safely removed. Not long after she fled, the British burned the White House to the ground. Many people admire Dolley Madison for being so brave when she was in such danger.



1. What is the main idea of this story? (Circle the answer)
 - A. President Madison served as president during the War of 1812.
 - B. Dolley Madison is admired for her bravery.
 - C. The United States and the British fought against each other at the White House.

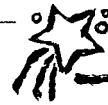
2. What is another name for the wife of the President of the United States?

3. What does the word "admire" mean? (Circle the answer)
 - A. to look in the mirror
 - B. dislike
 - C. to regard with pleasure or respect

4. For how many years was James Madison president?

5. What did Dolley Madison want to do before leaving the White House as the British were marching there?

6. Why were the actions of Dolley Madison considered brave?



Rachel's Recipe



Details are parts of a story. Details help you understand what the story is about.

On Saturday, Rachel got up early. Her mom was still asleep, so Rachel made her own breakfast. She put some peanut butter in a bowl. She mixed it with a little honey. Then she stirred in some oatmeal, bran flakes, and raisins. It tasted yummy! When Mom got up, she said, "Oh! You made granola!"



Follow the directions below.

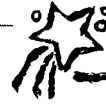
- Circle the word that tells who the main character is.
- Underline the word that tells what day Rachel made breakfast.
- Put a box around the word that tells what dish Rachel put the peanut butter in.
- Put a star by each of the four words that tell what she mixed with the peanut butter.
- Put a dotted line under the word that describes how it tasted.
- Put two lines under the word that tells what Mom called the food.

Now find each of the nine words in the puzzle below and circle it. The words go across and down.

B	R	A	N	F	L	A	K	E	S	M	H	N	C	L
O	A	T	M	E	A	L	B	K	E	Q	O	J	W	I
W	R	A	I	S	I	N	S	G	R	A	N	O	L	A
L	G	S	A	T	U	R	D	A	Y	P	E	R	D	R
G	R	A	C	H	E	L	Y	U	M	M	Y	F	A	H



On another sheet of paper, draw your favorite breakfast. Then write the steps to prepare it.



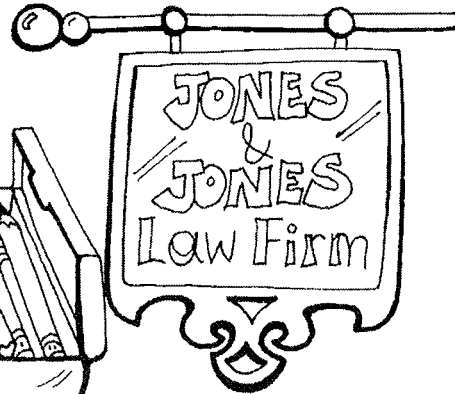
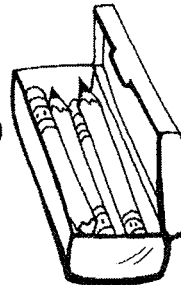
Two for One



Many words have more than one meaning. These words are called **homonyms**. Use the other words in the sentence to help determine the correct meaning of the word.

Each of the following words has multiple meanings. Rewrite each sentence, replacing the underlined word or words with a word from the box. Use each word twice.

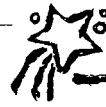
case sole count band firm



1. A new group of musicians is performing at our school dance. _____
2. There has been only one instance of chicken pox so far this winter. _____
3. Please put this back in my pencil container when you're finished. _____
4. I cut the bottom of my foot on a piece of glass. _____
5. I will add up the books on the shelf to see how many there are. _____
6. The company moved its offices to a building in the city. _____
7. The nobleman inherited the estate from his father. _____
8. Each plate has a narrow gold stripe around the rim. _____
9. The buyers made a solid offer on the house. _____
10. Our neighbor was the only winner of the contest. _____



On another sheet of paper, write two definitions for each of these words: bridge, fan, bat, story, tire. If you need help, use a dictionary.



Rodeo Clowns



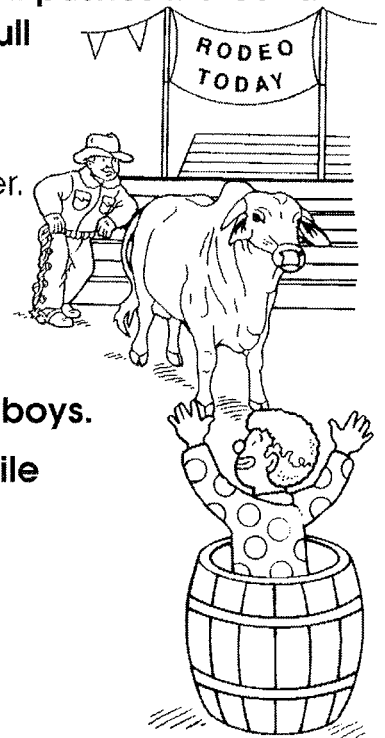
Details are parts of a story. Details help you understand what the story is about.

Have you ever been to a rodeo or seen one on TV? If so, you probably saw some rodeo clowns. Like clowns at a circus, they entertain the audience by doing funny tricks to make people laugh. But the main job of rodeo clowns is to protect the cowboys from the bulls. They try to catch the bull's attention long enough to allow the cowboy to escape from the arena without getting hurt. Bulls are quite fast, and they make sudden moves, so it is hard to get away from them. Angry bulls use their horns as weapons. Rodeo clowns sometimes jump in a barrel while the bull pushes it around. Other times they wave their arms or yell to keep the bull away from the cowboy. They make it look like a funny game, but it is really a very dangerous job.

Circle the letter under true or false to show your answer.

True False

- | | | |
|---|---|--|
| B | Z | 1. Rodeo clowns do funny tricks. |
| R | U | 2. Rodeo clowns work at the circus. |
| L | M | 3. Rodeo clowns help protect the cowboys. |
| A | L | 4. Rodeo clowns distract the goats while the cowboy gets away. |
| R | X | 5. Rodeo clowns are brave. |
| I | V | 6. Bulls can make sudden moves. |
| F | D | 7. Bulls use their tails as weapons. |
| P | E | 8. Sometimes rodeo clowns jump in a cardboard box while the bull pushes it around. |
| R | W | 9. Sometimes rodeo clowns yell and wave their arms to distract the bulls. |
| S | C | 10. Rodeo clowns have a very dangerous job. |



To find out who likes rodeo clowns, write the letters you circled in order.

Read the story and answer the questions.



Coastlines

The coastline is always changing. It changes by the *second*, as waves roll in and then fall back again. It also changes by the *hour* as the sea rises and falls in tides. It also changes by the *month* from the constant battering by heat, cold, wind and rain which shapes and reshapes it. On rocky coasts, steep cliffs bear evidence of the enormous power of the sea to **erode**, or wear away, and to shape the land. Hard rocks can **resist** the wearing by the sea better than some other elements as they remain behind while softer rocks **collapse** and erode and form bays and other coastal structures. On low coasts where the sea is shallow, beaches and banks are built up as waves bring in and drop off **elements** such as pebbles, sand, and mud. In this way, the sea can be constructive. Everywhere you look on a coastline, there is evidence of a mixture of different effects of the sea.

1. What is the main idea of this story? (Circle the answer)
 - A. The sea batters the land.
 - B. A coastline is in a constant state of change.
 - C. Waves leave behind pebbles, sand and mud.

2. What can change a coastline? (Circle the answer)
 - A. weather
 - B. sea animals
 - C. wrecked boats

3. What does the word “erode” mean? (Circle the answer)
 - A. to wear away
 - B. sea animals
 - C. wrecked boats

4. What time words were used in this article?

5. What are **three** elements mentioned by the author?

Name _____

Date _____

Read the stories. Then answer the questions.

Fables

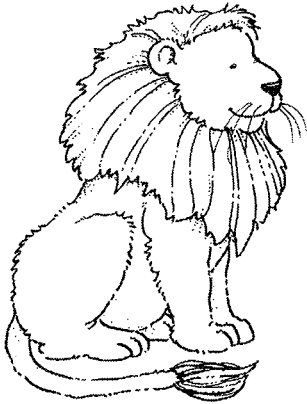
The Fable of the Fisherman

After fishing all day, the fisherman finally caught a very small fish. The fish, terribly upset, pleaded with the fisherman and said, "Please throw me back into the sea. When I become a large fish, you can catch me again and I will make a better meal for you." The fisherman laughed and said, "A small meal today is better than taking a chance on a larger meal, maybe never."



The Fable of the Lion

retold by Mary Rose



One day a lion caught a young rabbit and was going to eat him for his supper. "How delicious you will taste, my little friend," said the lion.

"I'm sure I will make a fine meal for you lion, but I am very small. You will still be hungry long after I am gone. Look yonder. There is a deer that would make a far better meal for you."

So the lion left the rabbit and chased after the deer. But alas, the deer was swift and had a head start. The lion could not catch him. When he returned to eat the rabbit for his supper, he realized that the rabbit had fled. And the lion was very hungry indeed.

1. How are these two stories alike?

2. How are these two stories different?

3. Both of these stories teach the same lesson. Explain it here:



The Milky Way



The main idea of a story tells what the story is mostly about. Details in a story tell more information about the main idea.

What do you think of when you hear the words, "Milky Way"? Do you think of a candy bar? Well, there is another Milky Way, and you live in it! It is our galaxy. A galaxy is a grouping of stars. Scientists have learned that there are many galaxies in outer space. The Milky Way is a spiral-shaped galaxy with swirls of stars spinning out from the center of it. Some scientists believe there are hundreds of billions of stars in the Milky Way. One of those stars is the sun. Several planets orbit the sun. One of them is Earth. Even from Earth, on a clear night away from city lights, you can see part of the Milky Way. It is called that because so many stars close together look like a milky white stripe across the sky. However, if you looked at it with a telescope, you would see that it is made up of thousands of stars.

Complete the main idea and each detail about the story.

Detail:
1. A galaxy is a grouping of _____.

Detail:
2. There are many other galaxies in _____ space.

Detail:
3. It is a _____-shaped galaxy.

Main Idea:
The Milky Way is our _____.

Detail:
4. The Milky Way looks like a milky _____ stripe in the sky.

Detail:
5. One of the stars in the Milky Way is the _____.

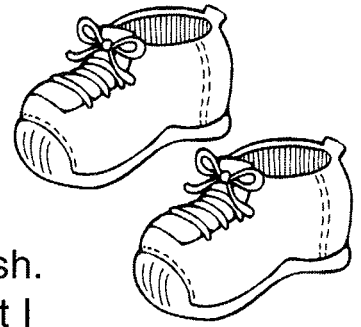
Detail:
6. Scientists believe there are hundreds of _____ of stars in the Milky Way.

Name _____

Skill: Reading comprehension-reasoning

Read the story and answer the questions.

My old shoes were great. Even though they had holes in them, were dirty, and squeaked, my feet always felt good in them. Yesterday, Mom came home with some new shoes. She threw my old ones in the trash. She shouted, "Hooray, they are gone at last!" "Look what I have for you," she said as she handed me that awful pair of new shoes. They felt so funny when I tried them on. They were stiff and tight. They didn't even squeak. "The kids at school will laugh at these bright hard things," I told my mom. She just kept on cooking. After everyone was asleep, I started digging in the trash. "There you are! I found you! We're back together!" I thought. At school the next day, no one laughed at me. All they saw were the same old squeaky, torn up shoes as before. "I'll just put these new ones on before I get back home," I thought to myself.



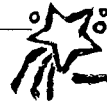
1. Did I like my new shoes? How do you know?

2. Did Mom like my old shoes? How do you know?

3. Did Mom care that the kids at school would laugh at the new shoes?

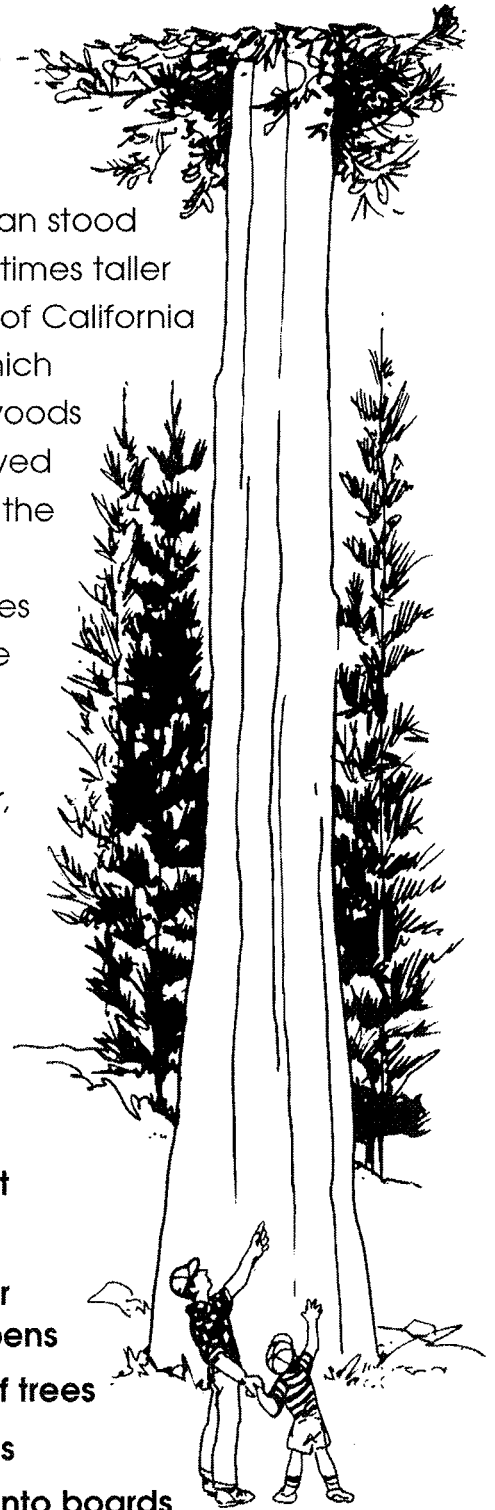
4. Did I have on my old or new shoes at school the next day?

5. Is this story told in first or third person? How do you know?



The Tallest Trees

Redwood trees are the tallest trees in the world. Some grow over 300 feet high, which is taller than a 30-story building. Think of it this way: If a six-foot tall man stood at the base of a redwood tree, the tree would be 50 times taller than the man! These giant trees grow near the **coast** of California and Oregon. The **climate** is foggy and rainy there, which gives the redwoods a **constant** supply of water. Redwoods can grow for hundreds of years; in fact, some have lived for over 2,000 years! The **bark** is very thick, protecting the trees from insects, **disease**, and fires. The bark of redwood trees is a reddish-brown color. Redwood trees are very important to the lumber companies because the trees are so large that each one can be cut into lots of **lumber**. You may have seen lumber like this in redwood fences or redwood patio furniture. However, many of the trees are protected by law in the Redwood National Park. Lumber companies cannot cut trees that grow there. This is so the trees will not become **extinct**.



Put an X beside the correct definition of each bolded word in the story.

1. **coast** ___ land by the sea ___ a desert
2. **climate** ___ time ___ weather
3. **constant** ___ happens regularly ___ never happens
4. **bark** ___ leaves ___ outer covering of trees
5. **disease** ___ illness ___ high temperatures
6. **lumber** ___ plastic pipes ___ wood cut into boards
7. **extinct** ___ no longer existing ___ expensive



Read an article about another type of tree. On another piece of paper, list five new words from the article. Use a dictionary to learn the meaning of each word.

Name _____

Date _____

Read the paragraph. Then answer the questions.

Surfing the Great Lakes

Surfing is a popular sport in both oceans and the Great Lakes. There are good waves in both places. Oceans have waves every day, but it takes a storm to have good lake waves. Ocean surfers just wear bathing suits, unlike the lake surfers. In the winter, lake surfers need wet suits to keep warm. Surfers in both places love to ride the waves. Surfers in both places use a surfboard for their sport.



1. How is surfing in the Great Lakes the same as surfing in the ocean?

2. How is surfing in the Great Lakes different from surfing in the ocean?

3. The author used clue words to tell you she was comparing two things.

What clue words did she use?

Read the story and answer the questions.

Icebergs

In very cold Arctic regions, repeated snows harden into deep icy glaciers that cover the shores. Large pieces of the glaciers break away from the main glacier mass and float away. These floating pieces of glaciers are called icebergs. They move through the sea by winds and currents.

The color of icebergs is clear with a bluish-green tint. They can be miles long and may rise to heights of 200–300 feet above the sea. The visible part of an iceberg may appear large, but this visible part is really only about one-eighth of the entire mass of the iceberg. The other seven-eighths of the iceberg is below the surface of the water. So, if an iceberg rises 100 feet above the sea, that means it likely extends about 700 feet below the sea as well.

Icebergs floating in these waters can be a great danger to ships. When an iceberg is spotted, the Coast Guard radios a warning to all ships in the area and gives the exact location so that the ships can avoid it.



1. What is the main idea of this story? (Circle the answer)

- A. Icebergs are pushed along by winds and currents.
- B. Icebergs are massive pieces of glaciers.
- C. Ships avoid icebergs.

2. How are glaciers formed?

3. What makes an iceberg move?

4. How much of an iceberg can we see?

5. What does the Coast Guard do when it spots an iceberg?

6. Why do you think an iceberg can be dangerous?

Name _____ Date _____

Read the poems. Then answer the questions.

DINOSAURS

One Day in Patagonia

By Mary Rose

One day in Patagonia
A dinosaur alonia
Fell into a lake
Curled up like a snake
And died of pnemonia.

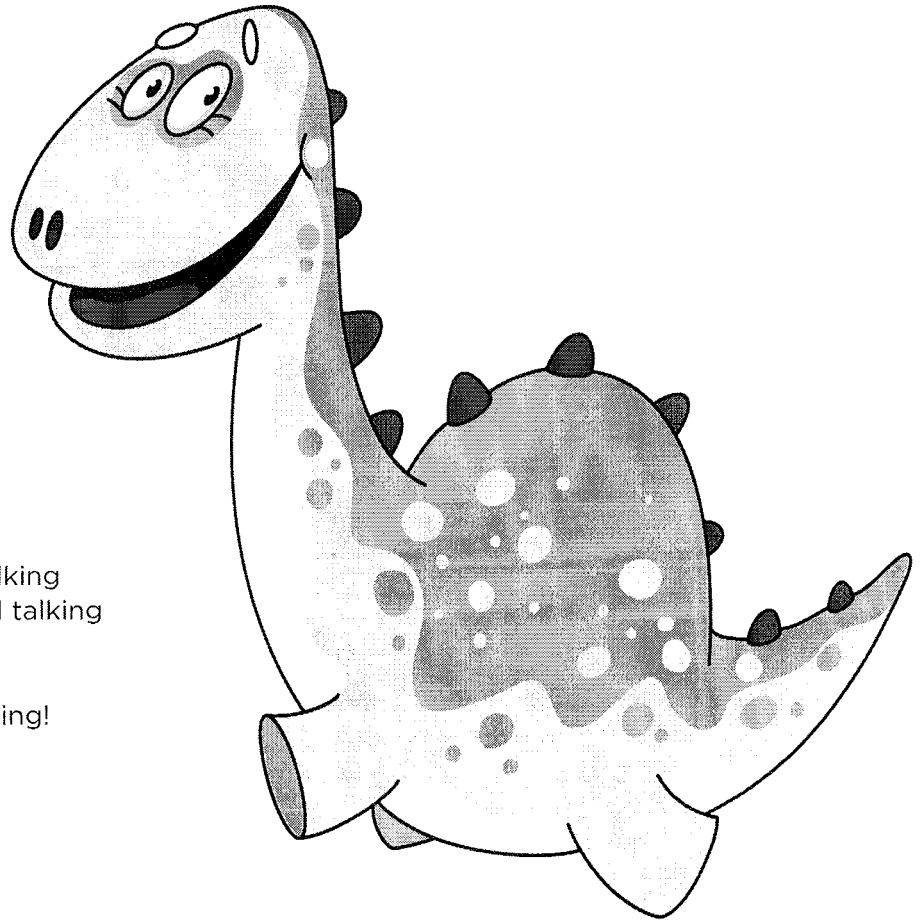
Sauropod Eggs

By Mary Rose

Two scientists quite bold
Went to Patagonia, I'm told
They searched and they looked—
By every rock, field, and nook—
To find dinosaur eggs quite old.

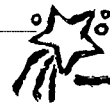
They quarried by looking and walking
And excavated while digging and talking
And then a surprise—
Eggs right under their eyes—
The scientists just stood by gawking!

The scientists did discover
That the eggs laid by the mother
Had secrets deep within—
Even skeletons with skin—
A discovery like no other!



- Both of these poems are about the same topic. What is it?
- What exciting event happened in the poem *Sauropod Eggs*?

- Which poem contains made up words? What are they?
- Which poem do you think tells a true story?



Wagon Train

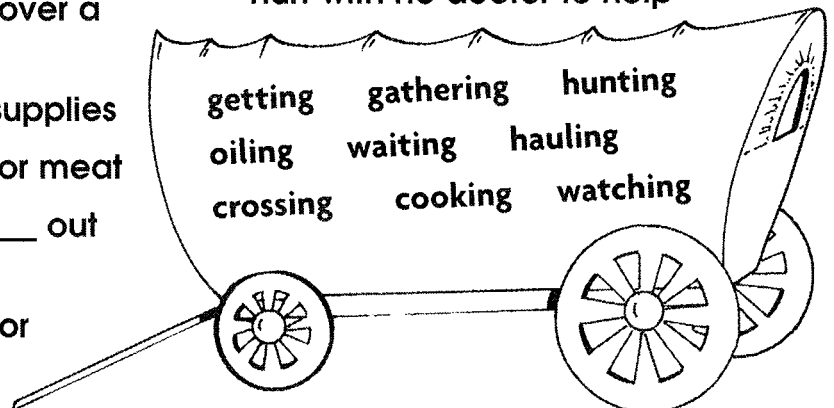
Will and Kate thought it would be a great adventure to travel west with the wagon train. In the spring of 1880, their family left their home in Pennsylvania and joined a wagon train headed for California. For months, their only home was the wagon. A large canvas was spread over metal hoops on top of the wagon to make a roof. Will helped his father oil the canvas so that the rain would slide off and keep them dry inside. Each day Kate and Will gathered wood as they walked beside the wagon. In the evening when the wagons stopped, Kate and her mother built a campfire for cooking supper. They hauled supplies with them so that they could cook beans and biscuits. Sometimes the men went hunting and brought back fresh deer meat or a rabbit for stew. When it rained for several days, the roads were so muddy that the wagons got stuck. There was always danger of snakes and bad weather. There were rivers and mountains to cross. There was no doctor to take care of those who got sick or injured. Will and Kate were right. Traveling with a wagon train was a great adventure, but it was a very hard life.

Unscramble the words to make a complete sentence that tells the main idea.

wagon dangerous. on a Life hard and was train _____

Choose a word from the wagon to complete each detail.

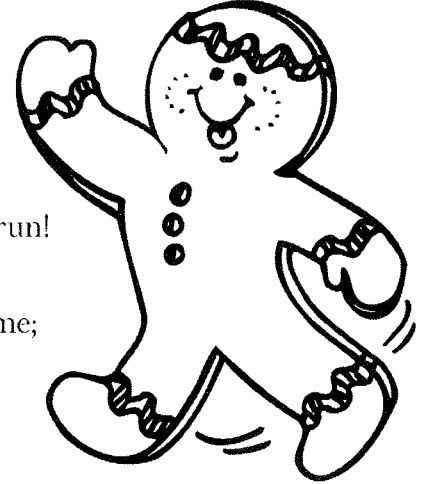
- | | |
|-------------------------------|--|
| 1. _____ the canvas | 8. _____ rivers and mountains |
| 2. _____ wood | 9. _____ sick or hurt with no doctor to help |
| 3. _____ over a campfire | |
| 4. _____ supplies | |
| 5. _____ for meat | |
| 6. _____ out for snakes | |
| 7. _____ for the rain to stop | |



Read the play. Then answer the questions.

The Story of the Gingerbread Man

retold by Mary Rose



Narrator: A farmer's wife baked a gingerbread man. He had raisins for eyes, a cherry for a nose and three gumdrops for buttons. She put him on the windowsill to cool, but the Gingerbread Man jumped up and started to run!

Farmer's Wife: Stop! Stop, Gingerbread Man!

Gingerbread Man: Run, run, as fast as you can. You can't catch me; I'm the Gingerbread Man!

Narrator: The Gingerbread Man ran away from the Farmer's Wife and past the farmer.

Farmer: Stop! Stop, Gingerbread Man!

Gingerbread Man: Run, run, as fast as you can. You can't catch me; I'm the Gingerbread Man!

Narrator: The Gingerbread Man kept running. Soon the he came to a lake where he saw Wolf.

Wolf: Jump on my back, Gingerbread Man! I'll take you across the lake. I will not let those people eat you.

Narrator: So the Gingerbread Man jumped on Wolf's back and Wolf started swimming across the lake.

Gingerbread Man: Wolf, my feet are getting wet!

Wolf: Climb on my shoulder.

Gingerbread Man: I'm still getting wet!

Wolf: Then jump on my nose.

Narrator: Then, quick as a flash, Wolf gobbled up the Gingerbread Man and ate him. That is exactly what should happen to all gingerbread men!

1. What are the settings of this story?

3. Who is the protagonist?

2. What happens in the climax of the story?

4. What is the job of the narrator?
